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Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled.

The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation. Guidance, counseling, and special advisement were usually included.

Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However the educators and the evaluations of the students' performances proved that the programs were indeed beneficial.

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Southern High School Programs For Advanced Standing and Accelerated College Progression

TEAM STUDY REPORT

Commission on Research and Service

Southern Association of Colleges and Secondary Schools

January, 1960

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CONCEPTION

Few people realize the historical uniqueness of American public education. In no other place or time has an institution of such scope and significance been undertaken. Certain weaknesses may well be present in a task of such magnitude. And the most casual observer of the American educational scene would surely be aware of the tremendous volume and intensity of the clamor, criticism, and comment of the past two years. In addition to what the late Grantland Rice would call "the tumult and the shouting" there has also been renewed interest in our schools by our more intelligent, interested, and informed citizens.

Of late, a primary point of contention is whether our secondary schools have been (and are now) serving the country's more academically talented students. It has been stated that our schools have three purposes. The first is to provide a general education for all pupils in accordance with the Jeffersonian concept of the necessity for an informed and enlightened citizenry. The second is to offer an opportunity for youth to acquire certain useful skills to aid in gaining a livelihood The third purpose is to give the academically talented youngsters backgrounds to prepare them for higher educational work, and more than this, to identify, stimulate and develop talent for leadership.

This report describes a study related to the third purpose. When the Commission on Research and Service of the Southern Association canvassed many principals and other educators in the Southern region in early 1959, the responses pointed clearly to a study of what

secondary schools in the South were doing with special reference to academically promising youth. Accordingly, the study was undertaken by a study team to assist high schools interested in program adaptation and development for college preparation of certain high school youth.

In the ensuing pages the study team reports the results of its work with the hope that this reporting, as a service of the Commission, may prove useful to some secondary school administrators and staffs.

We are grateful to the high school principals, the schools' staffs, the State Departments of Education, the officers of state associations and others who have cooperated so splendidly.

Special indebtedness and thanks are owed Dr. Edsel Godbey, University of Kentucky, who more than any other person, was responsible for making this report possible.

W. H. Cartwright
George W. Hopkins
Jack Horner
Ford Haynes
W. Morrison McCall
A. D. Albright, Chairman

SHAPE AND CONDUCT OF THE STUDY

Purpose

The study proposed to assess the extent and nature of projects, programs and formalized activities in high schools of the South designed to provide advanced standing and accelerated progression of students in four-year collegiate degree programs.

It was not the purpose of this study to evaluate the special high school provisions, to say what was effective or ineffective about those provisions, nor to set forth what should be done. Though these things may have been desirable, the study team had neither time nor the means to encompass such enlargements of the study. For the same reasons the study did not embrace an investigation of college policies and recognition for advanced standing and accelerated progress of students coming from special secondary programs, as desirable as such an inclusion might be.

Steps

To achieve the purpose of the study, certain steps seemed feasible:

1. The identification of high schools in the South having differentiated programs, projects and activities for academically talented students.

Initially, an inquiry was addressed to the presidents and secretaries of the secondary school associations of the states covered by the Southern Association and to the appropriate officials in the State

Departments of Education requesting the names of the principals and schools in their states that had special programs. Inquiries were made also of persons and agencies outside the region to locate further any such high schools in the South.

This step identified 83 schools reported or thought to have special programs, and 45 provided data. (Listed in Appendix.) Undoubtedly, there are some high schools having special programs that remained unidentified.

2. A characterization of the differenfiated programs of the identified schools.

The only feasible means open to the study team by which data could be obtained was some kind of written instrument. A preliminary draft of an instrument was drawn up and tested by use with eleven persons, then revised. This revised instrument (See Appendix.) finally carried 14 major items which were then made up into a set of cards, each card bearing one item with space for response. Generally, the items called for information on salient features, such as subjects, organization, special arrangements, teaching provisions, and advisement and guidance services. And further, the items requested data on admission, progress and placement of high school students in the program, the bases of selection, devices used, measurement, and follow-up.

The returned cards were then arranged according to items and the responses recorded with all fidelity possible. These recordings were subsequently composited and these composites, reported in the next section, formed the core of the third step of the study.

3. A report of the study.

Following this section is one characterizing the special programs of the schools reporting to the study team. This characterization is done by following the items of the instrument.

Characterizing and classifying, while giving a general picture, often sap the vitality from individual differences in programs and reduce the vividness of certain features to a pleasing averageness. In an attempt to offset this liability of composite reporting, an atypical case is presented to conclude the section on "Characteristics of Special Programs."

Then comes a "Brief Summary" followed by "Some Interpretations and Questions" and finally an Appendix which includes a copy of the instrument, tables, and a list of principals and schools that provided data.

CHARACTERISTICS OF SPECIAL PROGRAMS

Criteria for Placement of Students in Their Schools' Special Programs

Of the 45 schools reporting no fewer than 41 of them specify an I. Q. examination of one of the primary classification agents. The Otis Test was frequently mentioned specifically. Nine institutions set 115 as a minimum score. Six of these went on to "recommend" a score of 120 as a minimum. Four other schools set 120 as the lower limit for student participation. (It might be noted that something less than 10 percent of an unselected group score as high as 120. Since a high school class is relatively selected in terms of I. Q., an appreciably higher percentage might be expected to score 120.)

Still another standardized examination widely used is the achievement test. Thirty-four schools reported that they utilize this device. Twelve of these make use of only the student's score in the particular subject area in which he proposes to do advanced work.

Another extremely significant factor appears to be the motivation of the individual student. No fewer than 23 schools make placements on the basis of "student interest" and 16 others mentioned such factors as "willingness to work" or "industry" as being important. Two schools noted that in the beginning of their program they had excluded students who participated in a large amount of "extracurricular activities", but now no longer do so.

Three administrators commented that the most successful single instrument for predicting success in an accelerated program is the estimate of a student's ability given by his previous teachers. Some 38 schools indicated they use this device. It is rather surprising that only 12 high schools utilize the services of a professional counselor in making these decisions. In the instances where a counselor was mentioned, it is usually in connection with those borderline cases where some doubt exists as to student qualifications to enter the special program. The counselor, it appears, frequently acts as a "buffer zone" between the school administration and irate parents who want their youngsters entered in the special program.

The only other criterion used in a majority of the schools is past achievement. Thirty-five schools stated that they use this as a measuring stick. There seems to be no general agreement as to how

high grades have to be. Some programs call for a student to be in the top 15 percent of his class. Systems with a letter grade method mentioned a "B+ average". Those with numerical grades give a minimum average level of 85 to 93.

The major criteria for pupil evaluation are I. Q. and achievement tests, teacher evaluation, past achievement, and student motivation. Each of these are mentioned by more than 75 percent of those schools surveyed. The only other criterion named more than three times was, strangely enough, student attendance. Twelve schools perceive this as being significant in determining personnel for an honors program. Also mentioned were "evidence of creativity", "reading level", and "social maturity". (See Table 1, Appendix.)

How the Special Classes or Programs Are Organized

The vast majority of special programs fall into one of two basic categories: special classes organized in lieu of regular ones or attempts to enrich or accelerate those classes already scheduled. A total of 29 schools reported that they arrange special classes for their academically talented. Thirteen institutions enrich or accelerate classes for their more able students. Four schools do both.

The schools which organize special classes in lieu of the regular ones most frequently identify these by the term "honor" classes. Ten schools have track systems or some modification of them. One calls its three tracks "A, B, and C", but reverses the stereotyped picture by having "C" as the one for advanced students. Still another does something similar to this procedure, but makes an effort to

conceal the sections for bright students. Frequently honors classes are scheduled the last period of the day so that the participants may remain an extra hour or so if deemed important to do so.

Thirteen institutions, which reported that they do not create special classes for their academically talented, attempt to enrich or accelerate their present courses. Such terms as "more deeply", "thoroughly", "additional projects", "supplementary materials", and "use of the library" were used to describe them. Many high schools encourage their gifted students to enroll in a greater number of courses, particularly "solids".

It seems worth noting that certain subjects tend to be taught separately in most attempts to satisfy the special students. Mathematics, for instance, is frequently taught as an accelerated or enriched subject, while English tends to be offered in separate and special classes. (See Table 2, Appendix.)

Subjects Included in Special Programs, Projects, or Classes

By far the most popular subject in the special programs is English. All except 3 of the 45 institutions studied make some effort to handle English in an advanced manner. In addition, English is taught in special sections on far more grade levels than is any other subject. Science and mathematics tend to be taught in advanced sections only in the upper grades, especially the senior year. But English is offered to the talented students on several grade levels. One large school, for instance, offers no less than 16 special advanced English classes--four for each year in high school. Despite the current emphasis on science

and mathematics, English is easily the most popular subject in advanced or special high school classes.

As might be expected, a large number of special courses is offered in the physical sciences. Another leading subject area is mathematics. Some 31 schools indicated programs in special math. In the same area, 15 institutions reported special algebra courses and a like number have advanced geometry. Seven offer trigonometry and 2 include even calculus.

Twenty-five schools indicate they are doing something special in general science. Two of these institutions noted that they are located in the same community with leading colleges and receive both advice and actual teaching help for the special classes from these colleges. Sixteen schools have special courses in advanced chemistry and 11 have them in physics.

As might be expected, foreign languages come in for considerable emphasis. Seventeen schools offer special classes in French and a like number do the same in Spanish. Latin is a lively corpus indeed, as eleven schools offer the subject in their special programs. Five schools teach German in their advanced program but only one mentioned Russian. The marked lack of emphasis on the social sciences is illustrated vividly when one notes that history is offered in the special programs of only eight schools. Ten other subjects are more common. Only home economics, botany, and zoology are offered in fewer instances. (See Table 3, Appendix.)

Unique Arrangements Such As Rapid Grade Advancement, or Separate Curriculum Tracks, or Rapid Subject Matter Progression.

Few schools provide separate curriculum tracks. Only 5 of 45 indicated they have this system. Twelve schools have made no special arrangements at all. Several felt so strongly about this as to underline the word "none". Most of these explain that they think it more advisable to enrich, deepen and broaden their present offerings rather than alter the basic schedule in any fashion. Actually 7 administrators voluntarily criticized the concept of a more rapid progression through school for their academically talented students.

Five schools allow their special students to go to college after completing the eleventh grade. But it is worthy of comment that three of these five administrators express grave doubts as to the value of the procedure. Two schools permit the students to return and graduate the following year if their marks as college freshmen have been satisfactory.

No prevailing pattern emerges when the arrangements made by the 45 schools are studied. The most common practice is that of allowing a gifted student to enroll in a class designed for students one year above his grade level. This was usually found to occur in the physical sciences but almost never in English. Some 17 institutions utilize this practice. Eight schools simply make arrangements for their gifted to carry a heavier scholastic load. Most of the 8 attempt to have their advanced students graduate with near 20 Carnegie units rather than the usual number.

Five schools make special arrangements for their "bright" students to move into the succeeding course as soon as they finish their present one. For instance, if a youngster completes algebra I in mid-semester, he moves immediately to algebra II. Three schools vary this procedure by allowing more able students to enroll in a difficult course without going through the usual requisites to it. Two institutions go even further. They state flatly that they will allow any student to enroll in any course he can master.

Being in the same locality as a college or university can be of considerable advantage to a high school ambitious to make special arrangements for its gifted students. Two schools let their seniors enroll in one or more freshmen courses at a local college. Still another mentioned having special "honors" classes taught by university personnel. These same benefits would obviously not be equally available to the majority of our high schools which do not enjoy a physical proximity to institutions of higher learning, especially such cooperative ones.

Special Materials, Library Volumes, Laboratory Facilities and Supplies, and Other Aids

Only about 60 percent of the responding schools report buying any new books, facilities, or equipment at all. Ten schools indicate that their materials are already good enough to handle the special programs. Six give their honors program students more leeway and even special rights in the usage of laboratories and the library.

Many of the schools state confidently that they have plenty of funds available to purchase aids that might be needed for their special programs. Repeatedly, administrators point out the fact that their boards have given them virtually a free hand in this respect. Four schools simply tell their honors teachers to order whatever books they want. In two instances local industries played "sugar daddy" to the local advanced program and in another locality it was a Naval Air Station. Only in one school are the honors students themselves required to purchase all extra supplies.

The most common practice is to buy supplementary books. Nineteen schools indicate they do this. Fourteen others secure "special supplies", most of which are of a scientific nature. Eleven schools specifically reported the purchase of new laboratory equipment, while 6 more indicate they make use of a traveling science library. Only 5 administrators specify purchasing audio-visual aids, as such. Local college libraries are placed at the disposal of the talented students at 3 schools. Finally, a pair of administrators described with some pride a special fund their schools have. This cash reservoir is used to procure special lecturers and guest experts for the benefit of students in the advanced programs. (See Table 4, Appendix.)

Special Preparation of Teachers

Almost half of the schools report that their special class teachers have no specific preparation nor are there special qualifications necessary. But a few of the administrators left doubt as to the quality of teachers handling the special classes. Nine schools state these are

their "best" or "very best" teachers. Six schools characterize their teachers as "interested in that type work", or "believe in or have enthusiasm for the program". Paper qualifications, or degrees earned, are not generally highly regarded. Only 10 administrators specify a particular level of academic attainment, in every instance the master's degree. Teaching experience is seen as being significant in 7 systems. Most of them specify 10 years of service. Two schools recommend "strong backgrounds".

Administrators frequently find a rather surprising (to them) thing happening in their teachers upon taking over advanced classes. The teachers become much more interested in in-service development. Many of them take television courses and attend national meetings on their own. Twenty systems report that their instructors attend advanced workshops and make trips to observe other honors programs in action. A few teachers are given direct financial aid to do so. Seven schools report bringing in outside consultants to meet with their special teachers. Two schools make special efforts to obtain scholarships for their honors teachers, while three others aid their instructors to secure part-time employment in a highly technical position in private industry related to their teaching fields.

Apparently, teacher motivation and pupil motivation go hand-in-hand.

Special Advisement, Guidance, and Counseling

The majority of schools do very little extra in guidance and counseling for their students participating in special academic

programs. Thirteen schools report that these students are given no unique guidance whatever aside from that afforded the remainder of the student body. One noticeable feature is the much more frequent parental participation in counseling situations. Seven schools specify a greater contact with honor student parents, others mention extensive counseling with them.

Special guidance is afforded the advanced student most often in conferences between him and his teacher. This is regarded as primary in 2 schools. Only in 10 schools is a professional counselor usually utilized. In 9 instances counseling is a triangular affair involving the principal, teacher, and student concerned.

In a few schools some particular examples of rather unique advisement is given the honors students. Four schools hold special sessions regularly to afford their students a better orientation to college life. Special sessions are conducted covering college note-taking, schedule making, library usage, and other college activities. Five schools give their special students counseling on the nature and meaning of the various tests already completed and those to be taken. Only 4 systems give honor students any type of special vocational guidance. (See Table 5, Appendix.)

How the Progress of Students Is Measured

More than half the schools indicate they use their regular grading system in evaluating their honor students. Twenty-five institutions utilize their "A, B, C" or numerical system. But several of them have slight to significant alterations for their special students. One school

ordinarily assigns a value of 4 to an "A" and 3 to a "B". But an honors "A" is worth 5 points and a "B" worth 4. Others noted that their advanced students frequently make lower letter grades in their special classes than they had previously achieved. To prevent handicapping them in college admission, higher values are assigned to honors marks. Still others are not too concerned with the danger of lower letter grades, saying "it will show up anyway on achievement test scores."

The second most popular manner of evaluation is by the administration of certain standardized examinations. Twenty-three schools report using these for their honor students, usually the College Board Examination, the National Merit Examination, and comparable standardized forms.

An obvious feature of many of the new honors programs is the added importance placed on teacher estimation of the youngster's potential. No fewer than 13 schools have instituted frequent conferences between the student and his teacher as an evaluative technique. Others indicate they are interested in or are moving toward this method. Still other schools have shifted some of the responsibility for evaluation to a most logical party, the student himself. Six schools now require the special student to submit his own written reports and observations concerning his work.

How Administrators and Teachers Appraise Effectiveness

Nearly all the estimations of the special programs are strikingly favorable. Fifteen administrators state that their efforts have been outstandingly successful. Seven used terms like "highly pleased",

"exciting", "enthusiastic", and "thrilled". In other instances a refreshing renewal of public interest and support is mentioned. In five schools their programs have been installed so recently that an appraisal is impossible.

Those administrators who outline the methods by which they evaluated their programs show little agreement as to methods. Some frankly admit being in the "feeling around stage" and even ask for suggestions. Most of the schools are using a combination of evaluative techniques. The most popular device is the use of standardized tests by the participating students. Ten schools do this while 8 take into account the amount of interest and renewed activity on the part of the students.

Seven schools set up a system to compare the current performances of special program students against what they had accomplished in the past. A like number have instituted extra faculty meetings where those concerned attempt to appraise their program. Parents are brought into the evaluative process by 4 schools. Most of the administrators are using a combination of the practices mentioned and a few of them are fully satisfied with their methods.

Follow-up of Graduates

The responses serve to illustrate the comparative newness of most of the special programs studied. Twenty-eight schools, or almost two-thirds of those surveyed, indicate that their programs are either in the first year or are too recent to have any type of follow-up study.

Seven of these state, however, that they do plan to do a follow-up as soon as their graduates are far enough along to make it meaningful.

Sixteen of the remaining 17 institutions report having a follow-up system. Only one school has no plan at all and does not plan to develop one. All of the 16 who have follow-up systems emphasize college achievement. The sucess of their special students in college is usually measured against their regular students' marks and against national norms. Six of these follow-up plans include job placement after college graduation. Two administrators describe their system as "very thorough" and indicate a close record is kept of the various scholarships won by their honors graduates. The 1958-59 class in one school alone obtained scholarships worth more than $100,000. A second school reports that every one of its honors graduates was given a scholarship the past year.

Some "Knottiest" Problems Encountered

The problem which plagues administrators most is that of scheduling. Twenty of them indicate this to be their major worry. Most public schools are committed to a day with a given number of standard-length time periods. Weaving the special programs into this framework often proves difficult, especially when compounded by the factors of transportation and teacher placement. Three other administrators voice problems in the same area by stating they "couldn't find enough time" for their projects.

The second most common problem is that of instruction. Five schools are unable to secure teachers whom they consider

adequate for their honors programs. Furthermore, able teachers sometimes balk at the additional work without addition to their already scant remuneration. But it is believed that extra pay is out of the question. In 7 other cases, administrators see "older educators", particularly supervisors and assistant principals, as detrimental forces. Two of this same group deplore "entrenched personnel's" efforts against "quality teaching".

Seven schools report problems with grading. Particularly difficult is the matter of interpreting marks given honors students when they transfer to an institution without such a program or when they apply for college admission. Most do not believe this problem will abate in the near future.

Still to be solved in several cases are questions regarding the participating students themselves. Seven schools find their most able students reluctant or unwilling to enter the special programs because they fear a loss in their comparative grade standing or are simply unwilling to accomplish the additional work. Three other schools note a marked clannishness among their honors students, even to an offensive degree. Two other schools report a related problem, that of discipline trouble with those unable to join the select classes. One administrator remarked that the extremely competitive atmosphere in the program results in unhealthy emotional tensions among the participants.

As might be expected, a half dozen administrators indicate they have "parent trouble". Many fathers and mothers prove to be

over-ambitious or uncooperative, particularly the former. Five tell of a lack of materials and 2 others report that course content is still a problem. One school is bothered with a too avid competition for its most able students. Finally, an administrator who is sure to be a subject of wide-spread envy says that no problems whatever have developed yet. (See Table 6, Appendix.)

Pace of Students Through High School, Credit Gained, College Entrance, Completion of College

A surprising degree of agreement is shown on whether honors students should move through high school faster. Only 2 administrators report favoring a shorter time spent in the secondary schools. Five do not give conclusive answers but 38 indicate a definite opposition to accelerating a student's progress in high school. It is the nearly unanimous opinion that a richer and deeper program is needed, not a faster one.

There is almost as much agreement on whether a student should gain more credit units in the special programs. Only 7 of those who responded are opposed to more units. On the other hand, 34 are strongly in favor of the practice. One school reports that its honors students earn as many as 24 units.

A surprising number of schools make provisions for their special program students to enter college with advance standing. Some 18 institutions indicate their special program students enjoy this unique advantage. In a majority of these cases advanced standing is granted only in the particular subject which the student has taken in a

specialized and advanced program. Colleges generally tend to grant advanced standing in mathematics and English more often than in any other courses. Eight high schools report that their graduates "might" be granted advanced college standing.

A large number of administrators did not respond to whether or not their honor graduates complete college more readily. Of the 17 who did answer, 16 state that they expect their honor graduates to complete college more readily. Only one indicates that he does not. As another administrator points out, the students who tend to go into the special programs would likely be a success in college anyway. But the extent to which that success might be due to his participation in a special honors program is still to be determined. (See Table 7, Appendix.)

Other Features of Special Provisions or Arrangements

One administrator proudly points out that his school is planning to teach the first class in radiochemistry on the secondary level in the state's history. Others mention new physical features, such as a new seminar room, unique library facilities, and plans for new laboratories.

One school in the deep South outlines plans to include a terminal program in business education for its talented students. Another has a scheme underway to develop student leadership potentialities. In another locality, extensive plans are being put in effect to give the parents a greater voice in the new special programs and to provide for additional participation on their part. One proud administrator aptly sums up the situation in his school: "We're still in the experimental stage but you would have to see some of the work that is going on to believe it."

An Atypical Case

Melbourne High School near Cape Canaveral, Florida, has a special program for its talented students which merits further examination. It should be pointed out, however, that this particular school could hardly be considered typical for a number of reasons. Obviously, many of its unique features are related to its proximity to the country's outstanding guided missile base. The basic curriculum consists of three tracks: accelerated, average, and slow. Students study each individual subject in the track which fits them best. Thus a youngster might be in the accelerated track in mathematics and still study English in the average group.

Activities at Melbourne High would astound the average Southern parent. No fewer than five foreign languages are offered. College textbooks are used in the accelerated courses in mathematics and the sciences. Another offering in the accelerated track is a special course in science research. One student has completed extensive cancer research on mice. Still another recently built a binary-notation digital computer, while a third has done work on an artificial kidney. Allan Womack, 14 years old, constructed an analytical count-rate meter for nuclear disintegration.

Melbourne is atypical in other respects. It has more than twice the normal percentage of 140-plus I. Q.'s. The neighboring government installation has donated equipment worth more than one million dollars. Cape Canaveral scientists sometimes teach part-time at the school. Parents not connected with the missile base have been stimulated

greatly by these recent developments. They now want many more educational benefits and services. Still better, they are willing to pay for them. Again, Melbourne High is hardly a representative school but it is well worth studying.

BRIEF SUMMARY

The majority of the schools surveyed use standardized test results, previous academic marks, and teacher estimates of ability as the primary criteria for placing youngsters in their special programs or classes. These classes are usually offered in lieu of the regularly scheduled ones. It is also quite popular to "enrich" what is already being offered. A system of separate tracks is not widely used among schools having these special programs.

The subjects most frequently offered are not surprising, unless one considers the frequency and scope of the English offerings as such. Close behind are mathematics, foreign languages, and the various physical sciences.

There is notable opposition to accelerating a gifted secondary school pupil's progress in terms of semesters spent in high school. This is a matter which administrators are most outspoken against.

The financial problems arising from the establishment and operation of special programs have not been as difficult as many thought they would be. A surprisingly few report an inability to secure needed equipment and supplies. Scheduling, however, has been a major headache. Staff morale has not been the troublesome issue it was feared to be.

The teachers in charge of the special classes are almost always the "best" ones from the standpoint of most accepted standards. Surprisingly few are young people recently out of college or graduate school. The rate of summer school attendance and in-service preparation is strikingly high among these teachers.

Measurement of student progress is an area with which most administrators of special programs are not satisfied in their present systems. The old letter or numerical methods are strongly entrenched in almost all schools. Making provision for the honors program students has been difficult. To complicate things further, a student may be in an advanced section in one subject and in the regular one in another. Showing both on his credentials is difficult.

Almost without exception, administrators are highly enthusiastic about their special classes or programs. In many instances they have become the school's showpiece. Few schools have a follow-up program of an adequate nature to appraise the value of their efforts. One explanation is the comparative newness of most of the programs.

SOME INTERPRETATIONS AND QUESTIONS

In studying the special classes, projects, and programs of some of the South's secondary schools the first impression is that virtually no pattern at all emerges. More than half of the schools studied state that their programs are less than two years old. Many are frankly in the experimental stage. One gets the feeling that they are "catch-as-catch-can." Only a minority are making calculated

studies of other such efforts. One school reports that its program is 20 years old, but almost all the others are in comparative infancy.

The size of the schools is a most important factor. One cannot but be impressed by figures relating to the enrollment of the schools surveyed. The average enrollment of the 45 institutions is 1,351 students in the last four grades. An examination of the high school enrollments of Southern states makes this figure even more meaningful. In the 10 states of Alabama, Florida, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia (no figures were available on Georgia) there are 305,000 secondary school students. Some 153,000 attend schools with fewer than 100 in the senior class. This is almost 50 percent of all students. The national average is 33 percent. If we omit the two highly consolidated states of Florida and Texas, the Southern percentage jumps to 66 percent.

The significance of the figure of 100 in the senior class is mentioned by Conant. (James B. Conant, The American High School Today. "I am convinced that a school must have a graduating class of at least 100 to function adequately as a comprehensive high school." P. 14.) The importance of a sizeable school is emphasized when a special program is put into effect. Since a small percentage of each class is "academically talented", the necessity for large classes is apparent if an administrator is to establish separate courses or arrangements for them. A school with a graduating class of 50 might well have fewer than a half-dozen students in each grade with the mental qualifications to participate in an advanced program. Unless the school is quite blessed in terms of

classroom space, teachers, and money, a special class would be a real burden.

Many states have their own formula for the distribution of money to the local districts through minimum foundations laws. Under such a plan anything less than a sizeable average daily attendance per classroom unit is a financial sacrifice by the local district or individual school.

Again, looking at the figures from the previously mentioned 10 states in our area, 90 percent of the 5,455 high schools offering diplomas have fewer than 100 graduating seniors. The national average is a high 80 percent, but still well below that of the South. (Figures from the U. S. Office of Education, released in 1957.) It cannot be denied that large size is a characteristic of those schools having special programs in the South. That size is a causal factor could hardly be debated. The smallest school of the 45 surveyed is still larger than the "average" Southern high school.

There are certain special community conditions or features which tend to stimulate the establishment and maintenance of special programs in local secondary schools. A readily discernible advantage is the presence of an interested and cooperative college in the locality. The citizens tend to be accustomed to and interested in good education. Additional equipment, instructional help, and just plain encouragement are all supplied by the college in many instances. In such a community an unusually high proportion of gifted students is found. As one administrator put it, "Just being in a college town has helped us. There's a different 'air' here."

The majority of accelerated or special programs in the South have obviously sprung up since the beginning of the "Sputnik panic" two years ago. Most of them are so new as to defy complete description and certainly too recent to evaluate effectively. This makes an attempt to catalogue them or describe them systematically nearly impossible. Many answers are of the "We'll-know-when-we-see-how-this-comes-out" type. This in itself may be good for some of our schools.

A factor which crops up, though sometimes between the lines, is an indication of friction between some of the older educators and those sponsoring the new special programs. Everything considered, there is much less of this disagreement than might be supposed and likely much less than would characterize comparable educational innovations on higher levels.

Almost without exception those schools which have embarked on some type of special arrangements for their academically talented students have enjoyed a wave of new and strengthened public support. This proves a convincing factor to numerous conservative veteran Southern administrators who allowed a few ambitious staff members to initiate such a program on an experimental basis. But everything considered, those conditions which have long hampered Southern public education are the same ones which are detrimental to starting and enlarging a fine program for talented students.

Numerous questions arise which this study did not seek to answer:

1. How can a program for the academically talented be initiated?

(a) How can a favorable climate of opinion among the school staff be secured?

(b) How can the school gain cooperation from the community and the student body?

2. What are the proper methods of selecting students to participate in the special programs?

(a) To what extent should the wishes of the parents be honored?

(b) What should be the emphasis given test results?

(c) How significant should the past performance of students be?

3. How should teachers for the programs be selected?

(a) What qualifications are necessary?

(b) Should there be additional remuneration to these teachers?

(c) Should this be regarded as a special teaching "load" in terms of work assignments?

4. What should be the subject matter content of the programs?

5. How should the classes be scheduled?

(a) Should these classes be given additional hours per week?

(b) Must there be provisions for small groups?

(c) How much independent study is necessary?

(d) What is the place of the Carnegie Unit?

6. How should the evaluation of the special classes be handled?

(a) Must there be competition with regular classes?

(b) How can special work be indicated to other schools in the case of a transfer student?

(c) How can colleges be made aware of the special credit a student has gained?

7. How expensive is a special program and how can this money be secured?

8. Should acceleration through high school or college be a feature of the program?

9. On what basis are the present programs and the further development of such programs justified?

Obviously, if these questions and related ones were to be examined, a decision on a further study would be required. And certain other queries would be germane:

1. What is the relative importance of further study?

   (a) Does the subject merit further study?

   (b) Are other problems more pressing?

2. What should be the role of the Southern Association in such a study?

   (a) Are the studies already under way by other organizations sufficient?

   (b) Is the study feasible for the Association in terms of functions, resources, and utility?

APPENDIX

TABLE 1

CRITERIA FOR SELECTING STUDENTS

I. Q. test results	92%
Teacher estimate of pupil ability	87%
Past achievement (grades)	79%
Achievement test results	75%
Student interest	51%
Student industry	38%
Assigned by professional counselor	27%

TABLE 2

ORGANIZATION OF SPECIAL CLASSES OR PROGRAMS

Special classes organized in lieu of regular ones	65%
Enriched regular classes	31%
Both	9%

TABLE 3

SUBJECTS INCLUDED IN SPECIAL PROGRAMS

English	94%
Mathematics	69%
General Science	55%
French	41%
Spanish	41%
Chemistry	39%
Physics	39%
Algebra	33%
Latin	24%

TABLE 4

SPECIAL MATERIALS, LIBRARY VOLUMES, LABORATORY FACILITIES AND SUPPLIES, AND OTHER AIDS

Supplementary books	42%
"Special supplies"	31%
New Laboratory equipment	26%
Traveling library	12%
Nothing new	40%

TABLE 5

SPECIAL ADVISEMENT, GUIDANCE, AND COUNSELING

Teacher-pupil guidance	46%
Professional counseling	22%
Teacher-parent-pupil conferences	20%
More parental contact by teachers	14%
None	28%

TABLE 6

SOME OF THE "KNOTTIEST" PROBLEMS

Scheduling	44%
Administrative friction	16%
Grading	16%
Best students unwilling to participate	16%
Friction with parents	13%
Teacher procurement	11%
Lack of materials	11%

TABLE 7

MOVE THROUGH HIGH SCHOOL FASTER

Yes 5% No 85% No answer 20%

GAIN MORE CREDITS

Yes 78% No 15% No answer 7%

ENTER COLLEGE WITH ADVANCE STANDING

Yes 40% No 23% Perhaps 15% No answer 20%

COMPLETE COLLEGE MORE READILY

Yes 38% No 2% No answer, don't know 60%

Commission on Research and Service

Southern Association of Colleges and Secondary Schools

Study of High School Programs for Advanced Standing and

Accelerated College Progression

Name and Location of High School_____, _____

1959 Enrollment_____Grades Included_____

Number of Students in Special Classes, Programs, or Projects_____

For What Grades are the Special Provisions Made?_____

1. What are the criteria for selection and placement of students in your special classes, project or programs?

2. How are the students selected for the special program, project or classes? (Testing, previous academic achievement, teacher committee, counselor, etc.) Please describe.

3. How are the special classes, project or programs organized? (In addition to regular classes? In lieu of other classes? Etc.) Please describe.

4. What subjects are included in your special program, project or classes?

5. What unusual arrangements have been made such as rapid grade advancement, or separate curriculum "track", or rapid subject matter progression, (e.g. a ninth grader taking senior math) and similar means? Please describe.

6. What special materials, library volumes, laboratory facilities and supplies, and other aids are provided?

7. What special preparation do the teachers have who are teaching these students or what special preparation are they in the process of gaining?

8. What special advisement, guidance and counseling are given to these students?

9. How is the progress of these students measured?

10. How do you and the teachers appraise the effectiveness of your special provisions?

11. What follow-up has been made of the graduates of your school who were in the special program, classes, or project? (Their college record, for example.)

12. What are some of the "knottiest" problems you've encountered in making special provisions?

13. Do your students move through high school faster? Gain more units of credit? Enter colleges with advanced standing? Complete college more readily? Please explain.

14. Please tell about any other feature of the special provisions or arrangements in your school which you may not have covered in the foregoing information.

Name of School	Principal
A. N. McCallum High School, Austin, Texas	N. H. Whittner
Baton Rouge High School, Baton Rouge, Louisiana	W. F. Burge
Baylor School, Chattanooga, Tennessee	Herbert Barks
Booker T. Washington High School, Miami, Florida	Charles Williams
*Campbell High School, Bairburn, Georgia	O. L. Wooten
C. E. Byrd High School, Shreveport, Louisiana	J. H. Duncan
Clarksdale High School, Clarksdale, Mississippi	Allen McClure
*College Park High School, College Park, Georgia	Ben H. Hutchinson
Coral Gables High School, Coral Gables, Florida	H. N. Rath
duPont Manual High School, Louisville, Kentucky	Arthur Ries
Eastern High School, Middletown, Kentucky	John Trapp
Garinger High School, Charlotte, North Carolina	Edward Sanders
George S. Gardiner High School, Laurel, Mississippi	C. D. Boyd
*Hapeville High School, Hapeville, Georgia	Charles O'Rear
*Headland High School, East Point, Georgia	Paul Lewis
Henry Clay High School, Lexington, Kentucky	Clyde Lassiter
Hillsboro High School, Nashville, Tennessee	John Koen
Istrouma High School, Baton Rouge, Louisiana	Ellis Brown
John Marshall High School, Richmond, Virginia	Fred Dixon
John Tyler High School, Tyler, Texas	Holmes Webb
Leon High School, Tallahassee, Florida	Robert Stevens
Louisville Male High School, Louisville, Kentucky	W. S. Milburn
McComb High School, McComb, Mississippi	J. D. Prince
Melbourne High School, Melbourne, Florida	B. Frank Brown
Myers Park High School, Charlotte, North Carolina	Jack Horner
Miami Jackson High School, Miami, Florida	Loran L. Sheely
Miami Senior High School, Miami, Florida	Olin C. Webb
*Milton High School, Alpharetta, Georgia	Vic Hansard
Montery High School, Lubbock, Texas	Floyd Honey
Neville High School, Monroe, Louisiana	Sidney Seegers
Opelousas High School, Opelousas, Louisiana	Payne Mahfouz
Palmetto High School, Williamston, South Carolina	Sidney Cooper
Plant City High School, Tampa, Florida	G. F. Wilson
Provine High School, Jackson, Mississippi	Hal France
*Russell High School, East Point, Georgia	L. L. Deck, Sr.

*Sandy Springs High School, Sandy Springs, Georgia	Edward Vashart
Shawnee High School, Louisville, Kentucky	Robert B. Clem
Southern High School, Louisville, Kentucky	T. T. Knight
Sulphur High School, Sulphur, Louisiana	B. S. Walker
Tascosa High School, Amarillo, Texas	Howard Lynch
Thomas Jefferson High School, Dallas, Texas	Richard Stroud
Thomas Jefferson High School, Port Arthur, Texas	David Miller
Walter Hines Page High School, Greensboro, North Carolina	A. R. Routh
Washington Senior High School, Pensacola, Florida	R. C. Lipscomb
W. B. Ray High School, Corpus Christi, Texas	J. D. Henslee

* Response sent from central office of Fulton County Schools.